



ARCHDIOCESE OF INDIANAPOLIS

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November 16, 2001

Dr. Greg Ulm
State Director
NCA, Indiana State University
School of Education
Terre Haute, IN 47809

Dear Dr. Ulm:

Attached is the report and rubrics from by first Peer Review Chair visit to the Indiana Deaf School. I believe that they are making good progress in the development of their school improvement plan. The next step will be to conduct our first team visit. We will select two to three visitation team members for that visit which should take place either in January or February of 2002.

If you have any questions, please contact me.

Sincerely,

Ronald W. Costello, Ed.D.

Associate Director of Schools

Attachments

cc: Mr. Robert Kovatch
Principal



Report: Peer Review Chairperson Contact Visit (Required)

Note: The forms contained here are generic. Please check the state specific section in this software to see if your state has specific forms that are to be used. USE THE TAB KEY TO MOVE FROM FIELD TO FIELD.

Date of Contact/Visit:	10/19/2001	Length of Contact/Visit:	1/2 Day
Name:	Ronald W. Costello	Phone:	317-236-1486
Position:	Associate Director of Schools	Fax:	317-261-3364
School or Organization:	Archdiocese of Indianapolis		
Address:	1400 North Meridian Street		
City:	Indianapolis	ST:	IN ZIP (+4): 46206 - 1410
E-Mail:	rcostello@archindy.org		
School Name:	Indiana School for the Deaf	Phone:	317-924-4374
Address:	1200 East 42nd Street		
City:	Indianapolis	ST:	IN ZIP (+4) 46205 -
Principal:	Robert Kovatch		
E-Mail:	Bkovatch@isfd.state.in.us		
School's Web Address:	www.deafhoosiers.com/isd/		

Persons Involved in This Contact/Meeting:

1. Gary Mowl	Position	Chair, Improvement Committee
2.	Position	
3.	Position	
4.	Position	

Objectives of this contact/visit:

1. Consult with the school leadership team about the school improvement process.
2. Provide initial review of the goals selected by the school.
3. Schedule the first peer review team visit.
4. Help the school personnel to understand the peer review process.
5. Remind the school to complete the School Capacities Assessment Instrument.

Section One: Criteria and Rubrics

If not already completed, please complete the following criteria and rubrics during your contact/visit. The appropriate evaluation pages will print out when you print this report.



Note: If the school has Non-Student Performance Goals please also complete that criteria and rubric. Optional criteria and rubric for this contact/visit: System Support.

Profile

Mission

Goals

Section Two: Goal Statements and Supporting Data

Please list each goal the school has selected and the supporting data for its selection

Goal #1: All students will improve their communication skills (i.e. reading, writing and grammar) across the curriculum.

Supporting Data:	Page in Profile:
Reading comprehension	15 & 33,38,40
Writing skills	15 & 33,38,40
English/grammar skills	15 & 33,38,40

Goal #2: All students will demonstrate an improved ability to apply critical thinking skills in all areas of mathematical problem solving.

Supporting Data:	Page in Profile:
Critical thinking skills	15 & 33,39,40
Vocabulary and language in mathematical problems	15 & 33,39,40
Applying mathematical concepts and processes	15 & 33,39,40

Goal #3:

Supporting Data:	Page in Profile:

Goal #4:

Supporting Data:	Page in Profile:



Goal #5:

Supporting Data:

Page in Profile:

Note: If additional goals have been selected please attach an addendum with the same information that is requested on the goals listed above.

Section Three: Summary and Recommendations

Brief Summary of Contact/Visit:

I have attached copies of the Mission, Profile and Performance Goals Rubrics. The Mission, Profile, and Goals Rubrics are at the acceptable level.

I appreciate your preparation that was every evident by the School Profile document.

Commendations:

I would like to commend the work done by the Indiana School for the Deaf in the development of a very complete and comprehensive School Profile. The work you did on the Profile will provide excellent documentation for your school improvement efforts. There are some details around the goals that we need to clarify as we move forward.

Next Steps:

The next step will be to plan interventions and strategies for both of your school improvement goals. Once that is done, we do need to plan for your first team visit. With two goals, I would suggest that we have two to three additional team members for our first visitation. We can talk about possible candidates. Again, I would suggest that we have the team visit in either January or February as we discussed.

Call me if you need more assistance.

Again, the Deaf School has done a great job in preparing the School Profile.

Ronald W. Costello
Peer Review Chairperson

November 16, 2001
Date

The following items will be printed and should be submitted to the NCA state office by the Peer Review Chairperson.

1. This Peer Review Chairperson Report.
2. The rubrics on the school's profile, mission, and goals.



Rubrics: Profile

Indiana School for the Deaf

p.1

Enter Score

Criterion a

The profile is of high quality.

5

- 5 points The profile is complete, well organized (table of contents, etc.), clear, and concise.
- 3 points The profile does not meet all of the criteria above.
- 0 points The profile does not meet any of the criteria above.

Criterion b

Sufficient data have been collected.

5

- 5 points The school collected data from at least three sources.
- 3 points The school collected data from two sources.
- 1 point The school collected data from one source.
- 0 points The school collected no academic performance data.

Criterion c

Appropriate data have been collected.

5

- 5 points The school collected data using both standardized (common metric) assessments and locally developed (context bound) assessments.
- 2 points The school collected data using only one type of assessment (standardized or locally developed).
- 0 points The school collected no academic performance data.

Note: NCA recognizes that in some goal areas, limited standardized assessments are available. However, for a school to earn more than 2 points, it must demonstrate that a thorough search for standardized assessments has been conducted.

Criterion d

Sufficient data have been collected for school data: students.

4

- 4 points The school has collected comprehensive data about student performance.
- 2 points The school has collected limited data about student performance.
- 0 points The school has collected no data about student performance.

Criterion e

Sufficient data have been collected for school data: instructional.

4

- 4 points The school has evidence about the instructional practices in all areas.
- 2 points The school has evidence about the instructional practices in some areas.
- 0 points The school has not collected evidence about instructional practices.



Criterion f

p. 2

Sufficient data have been collected for school data: community.

2

- 2 points The school has collected comprehensive data about the community.
- 1 point The school has collected limited data about the community.
- 0 points The school collected no data about the community.

Criterion g

2

Sufficient data have been collected for unique local insights.

- 2 points The school collected data about student performance from all of the following sources: students, parents, or faculty.
- 1 point The school collected data about student performance from one of these sources.
- 0 points The school did not collect student performance data from any of these sources.

Criterion h

2

Sufficient data have been collected for information on former students.

- 3 points The school collected thorough data about former students.
- 2 points The school collected some data about former students.
- 0 points The school did not collect data about former students.

Criterion i

4

The data have been disaggregated.

- 4 points The profile includes at least three disaggregations.
- 2 points The profile includes two disaggregations.
- 1 point The profile includes one disaggregation.
- 0 points The profile includes no disaggregations.

Criterion j

8

The collected data have been analyzed and implications of the data have been identified.

- 8 points The profile identifies the findings, analysis of the data, and a set of implications
- 5 points The profile identifies all but one of the components above.
- 2 points The profile identifies few of the components above.
- 0 points The profile does not identify any of the components above.

Criterion k

2

The data are presented in graphic, table, or chart form.

- 2 points Clear, concise, and understandable graphs, tables and charts are provided in the profile.
- 1 point Graphs, tables and charts are provided but are not always clear, concise, and understandable.
- 0 points No graphs, tables, or charts are provided.



Profile Evaluation

Indiana School for the Deaf

Criteria

5	a.	The profile is of high quality. (5 points possible)
5	b.	Sufficient data have been collected. (5 points possible)
5	c.	Appropriate data have been collected. (5 points possible)
4	d.	Sufficient data have been collected for school data: students. (4 points possible)
4	e.	Sufficient data have been collected for school data: instructional. (4 points possible)
2	f.	Sufficient data have been collected for school data: community. (2 points possible)
2	g.	Sufficient data have been collected for unique local insights. (2 points possible)
2	h.	Sufficient data have been collected for information on former students. (3 points possible)
4	i.	The data have been disaggregated. (4 points possible)
8	j.	The collected data has been analyzed and the implications of the data have been identified. (8 points possible)
2	k.	The data are presented in graphic, table, or chart form. (2 points possible)

Total Points Possible: 44

Total Points Earned: 43

Comments:

Your Profile is very complete and includes information from students, parents, staff and former graduates. I commend you on the job that has been done in developing a complete and comprehensive school profile.



Rubrics: Mission

Indiana School for the Deaf

p.1

Criterion a

Enter Points

The mission clarifies the purpose of the school.

2

- 2 points The mission clearly and concisely clarifies the purpose of the school.
1 point The mission suggests or alludes to the purpose of the school.
0 points The mission does not clarify the purpose of the school.

Criterion b

The entire school community was appropriately involved in the development of the school mission.

2

- 2 points Stakeholders representing all groups (faculty, parents, and students) were involved in the development of the mission statement.
1 point Stakeholders from some groups were involved in the development of the mission statement.
0 points No stakeholders were involved in the development of the mission statement.

Criterion c

The mission statement identifies what is to be developed within students.

3

- 4 points The mission statement identifies the knowledge, abilities, habits, and attitudes that are to be developed within students.
3 points The mission statement identifies some of the knowledge, abilities, habits, and attitudes that is to be developed within students.
2 points The mission statement identifies at least one area of knowledge, abilities, habits, or attitudes that is to be developed within students.
0 points The mission statement does not identify anything to be developed within students.

Criterion d

The mission statement is consistent with and supportive of the district mission.

2

- 2 points There is a direct relationship between the school mission statement and the district mission statement.
1 point There is an indirect relationship between the school mission statement and the district mission statement.
0 points There is little or no relationship between the school mission statement and the district mission statement.



Criterion e

The mission statement is used to guide decisions.

4

- 6 points Almost all decisions related to the school improvement plan are guided by the mission statement and some decisions about the school are guided by the mission.
- 4 points Almost all decisions related to the school improvement plan are guided by the mission statement.
- 3 points Most of the decisions related to the school improvement plan are guided by the mission statement.
- 2 points Some of the decisions related to the school improvement plan are guided by the mission statement.
- 1 point Almost none of the decisions related to the school improvement plan are guided by the mission statement.
- 0 points None of the decisions related to the school improvement plan are guided by the mission statement.

Criterion f

There was an examination of environmental scan data during development of the mission statement.

2

- 2 points The faculty examined many sources of environmental scan data.
- 1 point The faculty examined a some sources of environmental scan data.
- 0 points The faculty did not examine environmental scan data.

Criterion g

The school staff is committed to the mission.

2

- 2 points All faculty members can articulate how the school mission is addressed in their classrooms.
- 1 point Some faculty members can articulate how the school mission is addressed in their classrooms.
- 0 points Only a few faculty members can articulate how the school mission is addressed in their classrooms.

Mission Evaluation

Indiana School for the Deaf

Criteria

2	a.	The mission clarifies the purpose of the school. (2 points possible)
2	b.	There was appropriate involvement of the entire school community in the development of the school mission. (2 points possible)
3	c.	The mission statement identifies what is to be developed within students. (4 points possible)
2	d.	The mission statement is consistent with and supportive of the district mission. (2 points possible)
4	e.	The mission statement is used to guide decisions. (6 points possible)
2	f.	There was an examination of environmental scan data during development of the mission statement. (2 points possible)
2	g.	The school staff is committed to the mission. (2 points possible)

Total Points Possible: 20

Total Points Earned: 17

Comments:

The school mission seems to clearly describe the purpose and commitment for the Indiana School for the Deaf. I would like to commend your efforts to have a broad base of involvement in the development of the mission including staff, parents, students, and community.



Rubrics: Student Performance Goals

p.1

Indiana School for the Deaf

Enter Points

Criterion a

5

The student performance goals are supported by an analysis of data from the profile.

- 5 points All goals are supported by an analysis of data from the profile.
- 2 points Some of the goals are supported by an analysis of data from the profile.
- 0 points None of the goals is supported by an analysis of data from the profile.

Criterion b

2

The student performance goals are supportive of the mission and belief statements of the school.

- 2 points All of the student performance goals are supportive of the mission and belief statements of the school.
- 1 point Some of the student performance goals are supportive of the mission and belief statements of the school.
- 0 points None of the student performance goals are supportive of the mission and belief statements of the school.

Criterion c

4

The student performance goals are phrased in terms of student performance.

- 4 points All goals are written in terms of student performance.
- 2 points Some of the goals are written in terms of student performance.
- 0 points None of the goals are written in terms of student performance.

Criterion d

4

The student performance goals address all of the school's learners.

- 4 points All goals address the entire student body.
- 2 points Some goals address the entire student body.
- 0 points None of the goals address the entire student body.

Criterion e

4

The student performance goals reflect an emphasis on student growth.

- 4 points All goals contain a growth verb or other indication of improved performance.
- 2 point Some goals contain a growth verb or other indication of improved performance.
- 0 points None of the goals contain a growth verb or other indication of improved performance.



p. 2

Criterion f

2

The student performance goals do not contain interventions or assessments.

2 points None of the goals contain interventions or assessments.

1 point Some of the goals contain interventions or assessments.

0 points All of the goals contain interventions or assessments.

Criterion g

2

The student performance goals do not contain the anticipated increase in achievement or change in behavior.

2 points None of the student performance goals contain the anticipated increase in achievement or change in behavior.

1 point Some student performance goals contain the anticipated increase in achievement or change in behavior.

0 points All of the student performance goals contain the anticipated increase in achievement or change in behavior.

Criterion h

6

The student performance goals are generic enough to be implemented schoolwide.

6 points All student performance goals are designed to be implemented schoolwide.

3 point Some of the student performance goals are designed to be implemented schoolwide.

0 points None of the student performance goals are designed to be implemented schoolwide.

Criterion i

3

The student performance goals focus upon higher levels of thinking.

3 points All goals require thinking at the analysis, synthesis, or evaluation levels.

1 point Some of the goals require thinking at the analysis, synthesis, or evaluation levels.

0 points None of the goals requires thinking at the analysis, synthesis, or evaluation levels.

Criterion j

3

The student performance goals focus on real-world applications.

3 points All goals require real-world application of what is learned.

1 point Some of the goals require real-world application of what is learned.

0 points None of the goals requires real-world application of what is learned.

Criterion k

1

There is consensus among the faculty on the essence of each of the goals.

3 points There is consensus on the essence of every goal.

1 point There is consensus on the essence of some of the goals.

0 points There is no consensus on the essence of any of the goals.

Student Performance Goals Evaluation

Indiana School for the Deaf

- | | |
|---|--|
| 5 | a. The student performance goals are supported by an analysis of data from the profile. (5 points possible) |
| 2 | b. The student performance goals are supportive of the mission and belief statements of the school. (2 points possible) |
| 4 | c. The student performance goals are phrased in terms of student performance. (4 points possible) |
| 4 | d. The student performance goals address all of the school's learners. (4 points possible) |
| 4 | e. The student performance goals reflect an emphasis on student growth. (4 points possible) |
| 2 | f. The student performance goals do not contain interventions or assessments. (2 points possible) |
| 2 | g. The student performance goals do not contain the anticipated increase in achievement or change in behavior. (2 points possible) |
| 6 | h. The student performance goals are generic enough to be implemented schoolwide. (6 points possible) |
| 3 | i. The student performance goals focus upon higher levels of thinking. (3 points possible) |
| 3 | j. The student performance goals focus on real-world applications. (3 points possible) |
| 1 | k. There is consensus among the faculty on the essence of each of the goals. (3 points possible) |

Total Points Possible: 38

Total Points Earned: 36

Comments:

Both goals are written as student performance goals and have three data points with supporting documentation. This will make it possible for the staff to develop interventions and strategies for both goals.